

Utah State Office of Education

OPTIONAL EXTENDED-DAY KINDERGARTEN (OEK) PROGRAM

ANNUAL REPORT

REPORT OF SY 2007-08 OEK ACTIVITIES

AND

APPLICATION FOR SY 2008-09

Definition of Terms

Extended-Day: Full-day kindergarten program equals 1st grade number of instructional hours.

Extended-Hours: Hours beyond the normal half-day kindergarten program (e.g. before and/or after normal kindergarten half-day program hours.)

Extended-Year: Extended-year beyond the 180 day school year.

Due on August 10, 2008

– This report describes OEK activities funded by SB 49 (2007 Session) –

District: _____ Date: _____

OEK Program Leader

Name: _____ Phone: _____

Position: _____ Email: _____

School Identification

1. Describe the selection process used to identify schools with greatest need. If you selected schools that are not high-poverty schools, describe the rationale.

Student Identification

2. Number of individual students served:
 - a. More than 160 days in OEK programs? _____
 - b. 90–160 days? _____
 - c. Less than 90 days? _____

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3. What specific steps did your district follow to select students for participation in the OEK programs offered during the academic year (excluding summer programs)?

4. Name and describe the attributes of each kindergarten readiness or screening assessment used.

5. When and how were parents notified about their child's eligibility to participate in the OEK Program? (You may attach the parent letter or other documents as appropriate.)

6. What percent of students eligible for OEK chose not to participate in OEK (choose one)?
 - ☐ Less than 5 percent.
 - ☐ Five to 15 percent.
 - ☐ Sixteen to 25 percent.
 - ☐ More than 25 percent.
 - ☐ Do not know, or data not available.

7. What were the major challenges in identifying and selecting students for OEK?

8. What improvements to the process of selecting students would you suggest for future years?

OEK Program Description

9. Describe the pre/post measures used to assess student learning, specific to the Utah Kindergarten Core Curriculum. (Please specify whether different schools used different assessment measures. If you used only a portion of a test, please specify which portion.)

Traditional half-day Kindergarten

10. On average, what is the class size in the half-day classes?

_____ Class size

- a. Is there a certified teacher in each of the half-day classrooms?

☐ Yes ☐ No

- b. On average, how many hours of certified support staff are provided to each half-day classroom on a weekly basis (e.g., speech/hearing pathologist, special education teacher, ELL teacher, literacy coach)?

_____ Hours of Support per Week

- c. On average, how many hours of para-educator support are provided every week to an half-day class?

_____ Hours of Support per Week

Extended-day

11. Does your OEK Program include, in at least one school, an *extended-day* program?

☐ Yes ☐ No (If no, skip to question 11.)

- a. How many hours per day do students attend school in this program?

_____ Hours per day

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b. Which statement best describes the day (check all that apply to your model/s)?

☐ Students remain with the same teacher and class for the full day.

Give the number of schools where this occurs: _____ Number of Schools

☐ Students attend two half-day programs, each with a different teacher or class.

Give the number of schools where this occurs: _____ Number of Schools

☐ Neither.

Our program has a different structure. _____ Number of Schools

Please describe:

c. On average, what is the class size in the extended-day classes?

_____ Class size

d. Is there a certified teacher in each of the extended-day classrooms?

☐ Yes ☐ No

e. On average, how many hours of certified support staff are provided to each extended-day classroom on a weekly basis (*e.g.*, speech/hearing pathologist, special education teacher, ELL teacher, literacy coach)?

_____ Hours of Support per Week

f. On average, how many hours of para-educator support are provided every week to an extended-day class?

_____ Hours of Support per Week

g. Given that you have been engaged in all or many of the practices listed below, rank order (from 1 to 5) the top 5 instructional practices that received **more** instructional emphasis in the extended-day program, for the purpose of increasing student achievement, as compared to traditional half-day classes.

_____ Support for ELL instruction

_____ Opportunities to address social-emotional development

_____ Content core instruction (Social Studies, Science, etc., beyond math & Language Arts)

_____ Use of assessment information to inform instruction

_____ Technology Support

_____ Media Support

_____ Nap and rest time

_____ Recess and P. E.

_____ Family and Parent Involvement

_____ Oral language instruction

_____ Math instruction

_____ Literacy instruction

_____ Focused Math and/or Literacy Centers

_____ Small group interventions, or instruction

_____ Targeted practice

_____ Differentiated instruction

_____ Large-group instruction

_____ Explicit instruction

_____ Writing instruction and practice

_____ Other

Please describe:

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- h. Are there challenges in providing extended-day programs that would not be found in traditional half-day programs?

☐ Yes ☐ No ☐ Do not know.

If yes, please describe them:

- i. What, if any, improvements would you suggest for your extended-day program?

- j. What interventions and/or differentiated services showed the most potential for improving student achievement in reading and/or mathematics?

- k. Has your district/charter school previously offered all-day or other extended-day kindergarten programs?

☐ Yes ☐ No

If yes, please respond to the item below.

- l. An all-day or extended-day kindergarten program has been held in how many schools, over how many years?

_____ Number of Schools

_____ Number of Years

Extended-hours

12. Does your OEK program include, in at least one school, an *extended-hour* program?

☐ Yes ☐ No (If no, skip to question 12.)

- a. How many hours per day do students attend school in this program?

_____ Hours per day

- b. On average, what is the class size in the extended-hour classes?

_____ Class size

- c. Is there a certified teacher in each of the extended-hour classrooms?

☐ Yes ☐ No

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- d. On average, how many hours of certified support staff are provided to each extended-hour classroom on a weekly basis (e.g., speech/hearing pathologist, special education teacher, ELL teacher, literacy coach)?
_____ Hours of Support per week
- e. On average, how many hours of para-educator support are provided every week to an extended-hour class?
_____ Hours of Support per week
- f. Given that you have been engaged in all or many of the practices listed below, rank order (from 1 to 5) the top 5 instructional practices that received **more** instructional emphasis in the extended-hour program, for the purpose of increasing student achievement, as compared to traditional half-day classes.
- _____ Support for ELL instruction
 - _____ Opportunities to address social-emotional development
 - _____ Content core instruction (Social Studies, Science, etc., beyond math & Language Arts)
 - _____ Use of assessment information to inform instruction
 - _____ Technology Support
 - _____ Media Support
 - _____ Nap and rest time
 - _____ Recess and P. E.
 - _____ Family and Parent Involvement
 - _____ Oral language instruction
 - _____ Math instruction
 - _____ Literacy instruction
 - _____ Focused Math and/or Literacy Centers
 - _____ Small group interventions, or instruction
 - _____ Targeted practice
 - _____ Differentiated instruction
 - _____ Large-group instruction
 - _____ Explicit instruction
 - _____ Writing instruction and practice
 - _____ Other
- _____ **Please describe:**
- g. Are there challenges in providing extended-hour programs that would not be found in traditional half-day programs?
- ☐ Yes ☐ No ☐ Do not know.
- If yes, please describe them:

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h. What, if any, improvements would you suggest for your extended-hour program?

i. What interventions and/or differentiated services showed the most potential for improving student achievement in reading and/or mathematics?

j. Has your district/charter school previously offered extended-hour kindergarten programs?

☐ Yes ☐ No

If yes, please respond to the item below.

k. An extended-hour kindergarten program has been held in how many schools, over how many years?

_____ Number of Schools

_____ Number of Years

Extended-year

13. Does your OEK program include, in at least one school, an *extended-year* program?

☐ Yes ☐ No (If no, skip to question 13.)

a. How many hours per day do students attend school in this program?

_____ Hours per day

b. How many extra days do students attend school in this program?

_____ Extra days

c. How are students identified to participate in this program?

d. What percent of the students who participated in the extended-year program also participated in OEK during the academic year?

_____ Percentage

e. On average, what is the class size in the extended-year classes?

_____ Class size

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- f. Is there a certified teacher in each of the extended-year classrooms?

☐ Yes ☐ No

- g. On average, how many hours of certified support staff are provided to each extended-year classroom on a weekly basis (e.g., speech/hearing pathologist, special education teacher, ELL teacher, literacy coach)?

_____ Hours of Support per week

- h. On average, how many hours of para-educator support are provided every week to an extended-year class?

_____ Hours of Support per week

- i. Given that you have been engaged in all or many of the practices listed below, rank order (from 1 to 5) the top 5 instructional practices that received **more** instructional emphasis in the extended-year program, for the purpose of increasing student achievement, as compared to traditional half-day classes.

_____ Support for ELL instruction

_____ Opportunities to address social-emotional development

_____ Content core instruction (Social Studies, Science, etc., beyond Math & Language Arts)

_____ Use of assessment information to inform instruction

_____ Technology

_____ Media center support

_____ Nap and rest time

_____ Recess and P. E.

_____ Family and Parent Involvement

_____ Oral language instruction

_____ Math instruction

_____ Literacy instruction

_____ Focused Math and/or Literacy Centers

_____ Small group interventions, or instruction

_____ Targeted practice

_____ Differentiated instruction

_____ Large-group instruction

_____ Explicit instruction

_____ Writing instruction and practice

_____ Other

_____ Please describe:

- j. Are there challenges in providing extended-year programs?

☐ Yes ☐ No ☐ Do not know.

If yes, please describe them:

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k. What, if any, improvements would you suggest for your extended-year program?

l. What interventions and/or differentiated services showed the most potential for improving student achievement in reading and/or mathematics?

m. Has your district/charter school previously offered extended-year kindergarten programs?

☐ Yes ☐ No

If yes, please respond to the item below.

n. An extended-year kindergarten program has been held in how many schools, over how many years?

_____ Number of Schools

_____ Number of Years

14. Please indicate how the legislative OEK Program monies were allocated for the following categories:

a. Teacher salaries & benefits? \$ _____

b. Staff assistant salaries & benefits? \$ _____

c. Materials & equipment? \$ _____

d. Other OEK Program expenses? \$ _____

14. Identify resources outside of OEK funds that are being utilized to support the OEK program:

	Dollars	Funding Source
a. Teacher salaries & benefits?	\$ _____	_____
b. Staff assistant salaries & benefits?	\$ _____	_____
c. Materials & equipment?	\$ _____	_____
d. Other OEK Program expenses?	\$ _____	_____

Directions for Student Achievement Table

15. Use the table on the following page to provide statistical information about student achievement in schools that participated in the OEK Program.
 - a. Write in the name(s) of your pre/post tests at the top of the last two columns.
 - b. For each school that participated in the program, write the school name in the first column and indicate with a check in the second column if the school is a Title 1 school.
 - c. For each of the three programs listed (if applicable), provide the number of students who were tested and a summary of their performance. If the test results in a score for each student, then provide the average score for the program. If the test results classify students according to their skill mastery then, instead of an average score, provide the percent of students who achieve the minimum classification acceptable to your district (e.g., “mastery” or “proficient”).
 - d. If the school program model is not offered at the school, simply write “0” (zero) in the column for number of students tested at pretest and leave the row blank.
16. Please provide a summary of your findings regarding the efficacy of the implementation of the OEK Program in your district in terms of student achievement. (Attach additional pages as needed.)

Directions for OEK Roster Table

17. Following the student achievement table are two OEK rosters, one for the 2007-08 school year and one for the 2008-09 school year. Please complete both tables for their respective years. For the 2007-08 table the information will be based on actual counts, and for the 2008-09 table the information will be based on estimated counts.

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School Program Line of Evidence 2007-2008 school year			Test 1 Name: _____				Test 2 Name: _____			
School Name	Check if Title I	Program	Pretest # of students	Pretest Avg. score	Posttest # of students	Posttest Avg. Score	Pretest # of students	Pretest Avg. score	Posttest # of students	Posttest Avg. score
160+ days enrolled										
		OEK extended-day 160+ days enrolled (Same teacher, continuous all-day session)								
		OEK extended-day 160+ days enrolled (Other model)								
		OEK extended-hour 160+ days enrolled								
		OEK extended-year 160+ days enrolled								
		Non-OEK 160+ days enrolled								
90-160 days enrolled										
		OEK extended-day 90-160 days enrolled (Same teacher, continuous all-day session)								
		OEK extended-day 90-160 days enrolled (Other model)								
		OEK extended-hour 90-160 days enrolled								
		OEK extended-year 90-160 days enrolled								
		Non-OEK 90-160 days enrolled								
Less than 90 days enrolled										
		OEK extended-day less than 90 days enrolled (Same teacher, continuous all-day session)								
		OEK extended-day Under 90 days enrolled (Other model)								
		OEK extended-hour Under 90 days enrolled								
		OEK extended-year Under 90 days enrolled								
		Non-OEK Under 90 days enrolled								

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School Program Line of Evidence 2007-2008 school year			Test 1				Test 2			
School Name	Check if Title I	Program	Name: _____				Name: _____			
			Pretest # of students	Pretest Avg. score	Posttest # of students	Posttest Avg. Score	Pretest # of students	Pretest Avg. score	Posttest # of students	Posttest Avg. score
160+ days enrolled										
		OEK extended-day 160+ days enrolled (Same teacher, continuous all-day session)								
		OEK extended-day 160+ days enrolled (Other model)								
		OEK extended-hour 160+ days enrolled								
		OEK extended-year 160+ days enrolled								
		Non-OEK 160+ days enrolled								
90-160 days enrolled										
		OEK extended-day 90-160 days enrolled (Same teacher, continuous all-day session)								
		OEK extended-day 90-160 days enrolled (Other model)								
		OEK extended-hour 90-160 days enrolled								
		OEK extended-year 90-160 days enrolled								
		Non-OEK 90-160 days enrolled								
Less than 90 days enrolled										
		OEK extended-day less than 90 days enrolled (Same teacher, continuous all-day session)								
		OEK extended-day Under 90 days enrolled (Other model)								
		OEK extended-hour Under 90 days enrolled								
		OEK extended-year Under 90 days enrolled								
		Non-OEK Under 90 days enrolled								

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School Program Line of Evidence 2007-2008 school year			Test 1				Test 2			
School Name	Check if Title I	Program	Name: _____				Name: _____			
			Pretest # of students	Pretest Avg. score	Posttest # of students	Posttest Avg. Score	Pretest # of students	Pretest Avg. score	Posttest # of students	Posttest Avg. score
160+ days enrolled										
		OEK extended-day 160+ days enrolled (Same teacher, continuous all-day session)								
		OEK extended-day 160+ days enrolled (Other model)								
		OEK extended-hour 160+ days enrolled								
		OEK extended-year 160+ days enrolled								
		Non-OEK 160+ days enrolled								
90-160 days enrolled										
		OEK extended-day 90-160 days enrolled (Same teacher, continuous all-day session)								
		OEK extended-day 90-160 days enrolled (Other model)								
		OEK extended-hour 90-160 days enrolled								
		OEK extended-year 90-160 days enrolled								
		Non-OEK 90-160 days enrolled								
Less than 90 days enrolled										
		OEK extended-day less than 90 days enrolled (Same teacher, continuous all-day session)								
		OEK extended-day Under 90 days enrolled (Other model)								
		OEK extended-hour Under 90 days enrolled								
		OEK extended-year Under 90 days enrolled								
		Non-OEK Under 90 days enrolled								

OEK Roster for the 2007-08 School Year

List the number of schools, classes, and students that were involved in Optional Extended-Day Kindergarten Programs supported by program funding for the 2007-08 school year:

School Name(s)	Extended Day	Extended Hours	Extended Year
	Total Hours/Students	Total Hours/Student	Total Hours/Student
Example One: <i>Happy Day Elementary School</i>	2 classrooms @ 6hrs per day @ 25 students per room	1 classroom @ 1 hour beyond am @ 10 students	summer school classes @ 15 students per class @ 2 hrs per day for 6 weeks
Total Number of Students =	Number of Students =	Number of Students =	Number of Students =

Total number of Title I schools in the district: _____

Total number of students receiving services from overlapping programs above: _____

OEK Roster for the 2008-09 School Year

List the approximate number of schools, classes, and students that will be involved in Optional Extended-Day Kindergarten Programs supported by program funding for the 2008-09 school year:

School Name(s)	Extended Day	Extended Hours	Extended Year
	Total Hours/Students	Total Hours/Student	Total Hours/Student
Example One: <i>Happy Day Elementary School</i>	2 classrooms @ 6hrs per day @ 25 students per room	1 classroom @ 1 hour beyond am @ 10 students	summer school classes @ 15 students per class @ 2 hrs per day for 6 weeks
Total Number of Students =	Number of Students =	Number of Students =	Number of Students =

Total number of Title I schools in the district: _____

Total number of students receiving services from overlapping programs above: _____

☐ We will be submitting a revised OEK plan on or before October 1, 2008-09 year.

☐ We will **not** be submitting a revised OEK plan for the 2008-09 school year.